DOCUMENT RESUME

ED 475 813 SO 034 731

AUTHOR	Hausler, Mary
TITLE	Mexico--The Past, Present, and Future of Mexico: Democracy and Economic Sustainable Development. Curriculum Projects. Fulbright-Hays Summer Seminars Abroad Program, 2002 (Mexico).
SPONS AGENCY	Center for International Education (ED), Washington, DC.
PUB DATE	2002-00-00
NOTE	7p.
PUB TYPE	Guides - Classroom - Teacher (052) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Area Studies; Cross Cultural Studies; Curriculum Development; *Democracy; Foreign Countries; Global Approach; Secondary Education; *Social Environment; Social Studies; Student Projects; *Sustainable Development
IDENTIFIERS	Comparative Method; Fulbright Hays Seminars Abroad Program; *Mexican Culture; *Mexico

ABSTRACT

This curriculum project compares Mexican society with the U.S. society. The project takes 4 weeks for classroom implementation, and different concepts are covered each week. A detailed step-by-step procedure is provided for the teacher to follow with 13 suggestions for projects about Mexico. Web sites are identified that offer specific information about Mexico. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 813

Mexico--The Past, Present, and Future of Mexico: Democracy and Economic Sustainable Development. Curriculum Projects. Fulbright-Hays Summer Seminars Abroad Program 2002 (Mexico).

Mary Hausler

Center for International Education (ED), Washington, DC.

SO 034 731

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Mary Hausler
Fulbright-Hays Summer Seminar
México 2002

CURRICULUM PROJECT
FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
SUMMER 2002
MEXICO

TITLE: Mexico; "The Past, Present and Future of Mexico: Democracy and Economic Sustainable Development".

The purpose of this project is to compare Mexico's society with our American society. The knowledge that I gained in this seminar has helped me to incorporate, from first hand experience, aspects of Mexico's, cultural perspectives into my classroom, workshops and to the School District of Philadelphia Curriculum Frameworks and Scope and Sequence.

When it comes to studying different cultures and societies, my interests are many and varied. To mention just a few, I am most eager to share information about Mexico's educational system, its archeology, art, and its history because all of these combine to influence both politics and economics. Cross-cultural understanding can only be accomplished with a focus on the similarities and the interconnectedness of people in Mexico and in the United States.

As a very amateur folk artist I am particularly interested in the folk art of any country and I feel that this is the "soul" of a people. In capturing the imagination of Middle School Students, art will be one the avenues through which we will look at this society's history and culture.

Week 1:
Students will individually list all they know about Mexico. In groups, they will compare the lists and generate one list per group. In turn, one person in each group will call out an item from the group list until all of the lists are exhausted. They are permitted to repeat the same bits of information so everyone will have at least one turn. Collect the lists to use in the final activity.

Preview videos: Develop vocabulary lists from each video and discuss words with students. These new word, with definitions, should be written into a "Mexico Journal". I find the journal centers the students and keeps them focused and organized. Also they can refer back to it at any time for information and projects and add their own new words. Although the videos are short, 15-20 minutes, I find that for my students it was best to show them straight through first and then allow them to ask questions and take notes on the second showing. These notes and questions should also be entered into the journal because they will be the basis for future research. (I only show one video a week so that they can absorb and process the information.)

The concepts to be covered this week should include the Geographic regions, latitude, longitude, location, climate, altitude, population dispersion, and how they are interrelated. Use political maps, physical maps, population maps, vegetative maps, etc.

Check their journals on a weekly basis to ensure that they are developing a vocabulary list and writing questions.

Week 2:
Show the second video and follow the same procedure as the first. This second video has a strong cultural component and the student will see snippets of the current indigenous cultures as well as the Mestizo cultures and the influence of the Catholic Church. Most textbooks will supply the basic information for this part of the unit but for more interesting and accurate information check the website below.

BEST COPY AVAILABLE

This would be a good time to introduce pre-Columbian history and a few of the ancient indigenous groups : Aztecs, Mayas, Olmecs, Toltecs, etc. Please explain that at one time there were at least 100 distinct ancient groups living in Mexico alone. We know this because of the artifacts that each culture left behind.

Week 3:
Show video #3, following the same procedure. Introduce the compulsory educational system and the constitution comparing them to the United States. This is where we will compare Philadelphia and Mexico City in terms of size, literacy, and poverty. Since Philadelphia is going through a major educational overhaul, the students have been kept apprised of literacy as a prime motivator and are aware that reading is the key to success. Discuss both Constitutions, events that lead the ratifications, amendments the to American Constitution and the reasons for the amendments and compare and contrast this to those of the Mexican Constitution. I would use a graphic organizer to pull this together, both for the reasons for the amendments and the amendments themselves.

Week 4:
This is the fun part! At this point they should begin to chose a topic of research. Using 3x5 cards, have the students copy one question on each card. Encourage them to discuss their questions with classmates as this generates more questions. This is what they take to the library. They are able to answer one question at a time and cite the references on each card. I encourage them to embellish their answers by adding any other information that they find interesting. Introduce the various festivals and holidays and then allow the students to research via the internet, books, novels, etc. I take my students to the local public library where they are able to sign up for computer time and use the available hard references. The students can be regrouped according to shared interest and complete research projects together.

Day of the Dead
http://www.azcentral.com/ent/dead/ Great site for food, stories, video of alters, vocabulary, history, events, and postcards for this holiday.

http://www.ed.uiuc.edu/ylp/97-98/97-98_units/97-98mini-unit/HMcCarty_DiaMuertos/overview.html
This site provides information on Mexican cut paper, Calavaras puppets, a recipe for "Pan de los Muertos" (bread of the dead), and other interesting, useful links.

Facts
http://www.cia.gov/cia/publications/factbook/geos/mx.html Lots of basic information.
http://www.elbalero.gob.mx/index_kids.html The best site for kids!!!!!!!!!!!

Ancient Mexico
http://www.ancientmexico.com/map/map.html Wonderful map that links students to ancient sites.
http://www.angelfire.com/ca/humanorigins/ Tons of information and links on the ancient Meso American cultures.

Rainforest for children
http://www.rainforestweb.org/Rainforest_Information/Sites_for_Kids/ Lots of information and links to other rainforest sites.
http://www.ga.k12.pa.us/academics/ls/5th/Earth/WebQuests/cbdwebQ.html Wequest for Rain forests.

Map Skills
http://www.maps.com/learn/101-content/skills.html This site provides practice and information on basic geographic skills.
http://members.aol.com/bowermanb/mapgames.html More maps skills and links.

Maya sites
http://www.stmatt.net/maya.htm This site leads to about 5 additional Mayan sites.

BEST COPY AVAILABLE

Aztec sites
http://www.tas.edu.tw/ms/resources/Aztecs/aztec_sites.htm This site leads to additional Aztec sites.
http://www.mysteries-megasite.com/main/bigsearch/aztec.html 100 Aztec links.

Other Indigenous sites
http://www.elbalero.gob.mx/kids/about/html/indigenous/lenguas.html Easy to navigate site on native languages.
http://www.elbalero.gob.mx/kids/about/html/indigenous/nahuas.html Nahuas.

Games
http://www.roadtoeldorado.com/index_main.html Yes, your students can play this fun game.
Toltecs
http://www.rose-hulman.edu/~delacova/toltecs.htm Wonderful site! Everything you want to know about the Toltecs.
http://www.wsu.edu/~dee/CIVAMRCA/TOLTECS.HTM Toltecs, just some photos and brief info.
http://www.wsu.edu/~dee/CIVAMRCA/TOLTECS.HTM Great map, Toltecs.
http://loki.stockton.edu/~gilmorew/consorti/1gcenso.htm More Toltecs, and links.
http://www.toltecs.com/ This site is adults to give you info.

History
http://www.elbalero.gob.mx/kids/history/html/home.html All encompassing, colorful site. Will catch students' eye.
http://www.mexonline.com/history.htm Cinco de Mayo and other info.
http://www.jeannepasero.com/cinco.html More History, fun little peppers are your cursors.

Project ideas
http://teacher.scholastic.com/lessonrepro/lessonplans/theme/ancient02.htm This wonderful for ideas that lead to web links that the students can easily understand.

Videos by Altschul Group Corporation and Shelburne Films, 1993
MEXICO: THE NATION
MEXICO: THE HERITAGE
MEXICO: THE PEOPLE

Some suggestions for projects:

1. Postcards of interesting places in Mexico with explanations.
2. Make an illustrated dictionary with Mexican geographic terrain.
3. Famous Mexicans "Who am I?" booklet.
4. Research important Mexican hero and interview this person. This could be an artist as well revolutionary hero.
5. Travel brochure highlighting historical places, both current and ancient, (the earliest Americans, ancient civilizations (pre-Columbian), post-Columbian era, pre- and post-revolution eras, and modern times.
6. Some of your more motivated students can tackle NAFTA.
7. Religion of an ancient indigenous group, include mythology, gods and goddess.
8. Daily life of an ancient indigenous group, include food, housing, tools, pottery, clothing, jewelry, and medicine.
9. Arts and entertainment of an ancient indigenous group, including sports, dancing, music, and games.
10. Wars of an ancient indigenous group, including weaponry, shields, and the military.

11. Communication of an ancient indigenous group, including writing, hieroglyphs, counting, calendars and codices.
12. Create board or other games using information gleaned from studies.
13. Numbers 7-11, except researching current Mexican peoples.

There literally hundreds of books available on these topics. I recommend going to Amazon.com to find the books you might need. They provide a brief description of the books as well as giving you options to purchase a used book if available.

I took hundreds of photos that one of my students placed in albums. The students love to look at these and the photos these generate hundreds of questions. Fortunately, I labeled my itinerary with the numbers of the rolls of film and I can easily discuss most of the photos using my notes and the itinerary.

Many of my neighbors are of Mexican descent and two have eagerly agreed to visit my class to discuss their country and will bring photos, videos, and personal anecdotes to bring my class to life.

Currently, I am working on an American History project with professors and students from Temple University. In lieu of a research paper, three of the students have agreed to teach a unit on NAFTA to my students. The title of their course is "Dissent in America" so they can teach about it discuss the demonstrations both for and against this initiative.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").